

Teacher's Guide for Ladybug Magazine

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Teacher's Guide prepared by *Gail Skroback Hennessey*

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Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the April 2008 issue of Ladybug Magazine to foster listening, reading, writing and thinking skills with your students. Additional different genres such as fiction, poetry, song, and informational articles are included to help introduce young children to the variety of reading materials.

Lessons can be used in small group, partners, individuals or whole class instruction format.

The articles in the issue are used for read-alouds, shared reading, supportive guided reading, listening activities, guided reading, vocabulary and word recognition, buddy reading, modeled writing, comprehension, interactive writing or independent writing depending on the level of your students. *Golden Eggs and a Silvery Voice* could provide reading for enjoyment and as a start for a mini lesson on the country of France. *The Veterinarian* could be used to foster a science lesson on careers. The sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

Throughout the guide, skills in vocabulary building, reading, writing, listening and cross curricular activities are included to help you utilize the magazine in your classroom.

Helpful websites with reading strategies

[http://www.greece.k12.ny.us/instruction/ela/6-](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

[12/Reading/Reading%20Strategies/reading%20strategies%20index.htm](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

<http://www.readingquest.org/strat/>

<http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Reading>

<http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html>

<http://www.readingrockets.org/teaching/reading101>

<http://www.ed.gov/pubs/RoadtoRead/part3c.html>

Helpful reminders:

Pre-Reading: Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text.

During-Reading During: Reading strategies teach comprehension by making connections, generating questions, and determining importance by guiding the reader to use proficient reader strategies.

After-reading: After activities connect the old and new knowledge and help students frame it in some way to their lives.

from:

http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm

The Overall Plan

Time: Approximately 20-30 minutes each session with post activities completed

Objectives:

Following instruction and teacher modeling, students will demonstrate through oral responses and artistic productions that they've:

1. analyzed word similarities and differences as reflected in their ability to find and frame words.
2. appropriately participated in chorally reading activities.
3. read with accuracy and increased fluency during partner reading and independent reading activities.
4. increased their listening and speaking vocabulary as well as discourse skills.
5. shown evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
6. demonstrated accurate story imaging or visualization skills.
7. demonstrated an ability to sequence events in a story using the scene sketches that were produced.
8. identified rhyming words in a poem.
9. read with appropriate expression and movement as they acted out a part.
10. created illustrations that creatively portray the topic or text.
11. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.

Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, and Synthesis

Materials:

copies of the April issue of Ladybug
chart paper
word cards
drawing paper
Map of the world
Websites of interest
Activity sheets

Session 1:

1. Ask the students to close their eyes and visualize all the sights, sounds and smells which come to mind when they think of a parade. What are their favorite aspects of parade? Encourage the students to share their thoughts and write their responses on the chalkboard or chart paper.
2. Explain to the students that in April issue of Ladybug, there will be a number of stories about sounds that people can create and which are made by animals. Brainstorm different sounds of animals and noises that people can create.
3. Explain that the story they will be reading, Max and Katie are going to a parade and see a band. Ask the students which instruments in a band they enjoy the most. Ask the students if they have begun taking a musical instrument and if not, which one might be of interest.
4. This site has pictures of instruments:
<http://www.enchantedlearning.com/music/instruments/index.shtml>
5. Assign the students to make a list of the ten instruments they think might be the loudest sounds.
6. Assign the students a partner and distribute a copy of Ladybug to share. Introduce the magazine issue by doing a *picture walk* through. Discuss the cover and the pictures in the

issue and allow time for the students to share personal comments, reactions, and predictions related to what they see as you introduce the issue.

6. Have students open to the story, *Max and Kate* by Mick Manning, on pages 3-7.
7. Remind the students that punctuation at the end of a sentence helps the words come across with more feeling. Also point out that quotation marks are used to let the reader know that someone is speaking. Before reading the story, have students find examples of Kate, Max or dad speaking and say the sentence with the feeling expressed by the punctuation clues. Next, read the story aloud, stopping to discuss content.
8. If possible, you might want to obtain some instruments from the music teacher or make some instruments like Mac and Kate did in the story. Experiment with letting the students hear the different sounds.
9. Have the students turn to page 6-7 and encourage the students to offer descriptive phrases to describe different things that they see in the illustrations.
10. After reading the story, give partners of student a piece of paper and tell them to divide the paper in half. Place the word **NOUN** on one side and **VERB** on the other. Discuss words that are people, places and things are nouns and that words that show actions are verbs.
11. Have the students refer back to the story and find as many **NOUNS** and **VERBS** as they can and to place them in the proper column.
12. After about 10 minutes, have the class regroup and have the students share their words. Have different students try and act out the different verbs such as sleep, see, hiking, point and have other students try and guess the action word.
13. Draw/color a picture of a musical instrument and write a couple of sentences about why you might like to play this instrument.

Session 2:

1. Ask the different sounds that might be heard at a circus? a pet store? a busy city? forest? Explain that in the story, *Quiet, Please!*, they will be reading about different sounds heard in different locations.
2. With a partner, distribute the April issue of *Ladybug* and have the students open the magazine to *Quiet, Please!* by Michelle Benjamin on pages 8- 10.
3. This would be a good story to read in unison. After going through the story, reread the story again encouraging more oral reading participation.
4. After reading the story, have the students turn to the illustration on page 9 and continue fostering descriptive phrase building by asking students to volunteer to share things they see in the picture. Encourage students to build onto phrases given. For example: *I see a man reading a book. I see a man wearing a hat and eyeglasses reading a book. I see a man wearing a hat , scarf(colors) and eyeglasses reading a book.*

Session 3:

1. Have partners turn to *Billy is Blowing His Trumpet* on pages 11 and read the poem.
2. Have the partners continue noun/verb identification by listing all the nouns and verbs that they can find in the poem.
3. Ask the students to then make a list of as many words as they can think of that rhyme with the rhyming words *tin/pin, pram/jam*.
4. Regroup and have the students review the words they have classified as nouns and those they classified as verbs. Next, discuss the list of rhyming words.

Session 4:

1. Go to the website: <http://www.cricketmag.com/ladybugsongs.htm> and have the students listen to the song, *Polly Wants a Noodle*.

2. Have the students turn to the song, *Polly Wants a Noodle*, on pages 12-13, and leading the students in singing the song together.
3. Brainstorm other unusual animals and an interesting food that they might want to eat and substitute the verse into the song. For example: *I had a hippo and he only said, Wally wants a pizza all day.*
4. Have the students draw a picture of a unusual animal and its interesting food and write a sentence or two about it.

Session 5:

1. Review the different senses (hearing, seeing, tasting, touching, smelling). Ask the students to close their eyes and visualize being at a veterinarian's office. What are some of the other jobs that people might have at a veterinarian's office?
2. Pass out the issues of *Ladybug* to pairs of students and open to *The Veterinarian* on pages 14-17.
3. Have the students do a *picture walk through* of the story inviting their comments and predictions based on the illustrations.
4. Encourage students to make a list of all the different jobs at the veterinarian's office.

Make a chart:

At the Vet's Office:

Write three things that these different people might do at the office:

Vet Receptionist Assistant kennel helper

- 1.
- 2.
- 3.
5. Using pages 16-17, have the students offer descriptive phrases for what they see. Once, again, encourage students to build on the sentences. *I see a cow. I see a (color) cow. I see a (color) cow with horns. I see a corn with horn wearing a bell around its neck.* etc.

Session 6:

1. Ask the students if they might have an aquarium? What might be the things you place inside an aquarium or fishbowl? Give the students drawing paper and have them draw/color a fishbowl. When done, have the students share their drawings with the class describing their drawings.
2. Pass out issues of *Ladybug* to partners of students and have them open to *Roger* by Kathleen Feeney Chappel, on pages 18-19.
3. Have students take turns reading one of the paragraphs stopping to discuss each caption.
4. When done, have the students draw a large goldfish and inside the goldfish bowl, write a paragraph of about 5 sentences describing your life inside the fishbowl.

Session 7:

1. Pass out copies of *Ladybug* and have partners read, *How do Animals Say Hello?* by Stella Blackstone, on pages 20-23, in unison.
2. Make a list on the chalkboard of **possible/ not possible**. Have students find silly examples the illustrator uses for the different animals that would not be possible for really donkeys, cows, cocks, owls, doves and crows. For examples, donkey won't wear sunglasses, etc. Find examples of things that are possible for the different creatures. For examples, owls perch on tree branches, etc.

Session 8:

1. Pass out copies of Ladybug and have partners of students open to *Golden Eggs and a Silvery Voice* by Elizabeth Varadan, on pages 24-31.
2. Review with students oral reading techniques such as volume, intonation, proper speed, etc.
3. Have the students do a *picture walk through* of the story inviting their comments and predictions based on the illustrations. Have students identify possible vocabulary words which need highlighting. Possible words might include: *stomped, scattered strode, silvery, depended, ruffled, halt, scowled, astonishment, speckled, perch, anxious, vow, omelet, cherie, madame, twitched, and fuss*. Encourage students to try and determine the meaning of the word using context clues and to offer additional sentences for the vocabulary words. Place new words on a possible Word Wall for the issue.
4. Before reading the story, point out to the students that the story takes place in the country of France. Show the location of France on a map of the world. Also show where the country of England (Great Britain/United Kingdom) is located. Ask the students if they have any prior knowledge on the country of France. Perhaps, they have heard of the Eiffel Tower or Notre Dame, etc. You may want to do a short geography lesson on France by having students locate information on the country using the following map: <http://www.timeforkids.com/TFK/kids/hh/goplaces/article/0,28376,491279,00.html>
What countries touch the country of France? What bodies of water touch the country of France. What is the name of the capital city? Name three rivers in France. etc.
5. This website has lots of helpful information on the country of France: <http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,491045,00.html> as does this site: <http://www.kidskonnnect.com/content/view/311/27/>
6. Have students take turns reading sections of the story, stopping to discuss the story and asking comprehension questions after each page.
7. Review VERBS and have the students identify verbs. Discuss that most of these verbs are in the past tense and ask the students to identify each verb in its present tense. For example: *depended, hung, said, ruffled*. Explain that many verbs change by adding "ed" but words such as *said* and *hung* change words to *hang* and *say*.
8. In small groups, have students retell the story and specific things that happened. Have the students write 7 events that happened in the story and place them on index cards. Place on a desk and shuffle the cards. Take turns placing the index cards of events in proper order as they occurred in the story.
9. Have the students do the following activity:
Why Farmer Laroche and his wife were upset with Rennie:
 - 1.
 - 2.

(Few eggs, didn't like the noise)
- Why did Rennie and Henriette leave the Laroche farm?**
 - 1.

(searching for golden hen and rooster with silvery voice)
- Who helped Rennie and Henriette along the way?**
 - 1.
 - 2.

(dog and cat)
- How did these two help Rennie and Henriette?**
 - 1.
 - 2.

(took them to their farm and told them their search was in vain)

How did the Bonheur treat Rennie and Henriette differently?

- 1.
- 2.

(appreciated their efforts, gave them a nice place to live)

After completing the activity, discuss and then have the students write a paragraph pretending to be either Rennie or Henriette and explain your journey (including information placed on the chart).

Session 9:

1. Have students read *Mop and Family* by Alex de Wolf on pages 32-34 individually.
2. Have the students partner with another student and retell the story to one another.
3. Write a paragraph pretending to be walking in the words with your friend. What are three sounds that you hear during your walk.

Session 10:

Vocabulary Survey:

1. Place vocabulary words from the issue on individual index cards, enough for half your class to each receive one. Place a definition for each of the vocabulary words on index cards for half your class. Pass out a card to each student. Explain to the class that they have to mingle around the room to find their matching "pair". Once the pairs have gotten together, have them each state a sentence for the word. Reshuffle the cards and play another round of the review activity.

2. In small groups of 3-4, give students 10 vocabulary words on an index card. Have students give a definition for the words and place them on another index card. Shuffle the cards and place face down on a desk. Have students in the group take turn picking two cards to find a matching pair (word/definition). If they find a pair, they take the cards and have another turn to make a match. The winner is the student with the most index card pairs. Place two rounds if time permits.

Overall Assessment:

The teacher will assess children's:

- 1.) ability to work together with a partner or in groups. Observations will be recorded as anecdotal notes.
- 2.) illustrations. These will be evaluated for the accuracy of details represented.
- 3.) transfer of new words to their speaking vocabulary.
- 4.) ability to clearly express ideas during discussions.
- 5.) attentiveness, ability to follow directions, listening comprehension, and reading comprehension. Observations will be recorded as anecdotal notes.
- 6.) ability to verbally identify rhyming words and other literary techniques in poetry.
- 7.) ability to read with accuracy and increasing fluency as demonstrated during independent reading and choral reading.
- 8.) visualization skills for accuracy and creativity. This is reflected in the sketches they draw for events in a story.
- 9.) sequencing of sketches to accurately represent the order of events in a story.
10. reading performance for appropriate expression and movement as they acted out a part.
11. ability to manipulate words effectively in a word sort activity and explain their reasoning. Completed sort charts will be assessed for accuracy, reasoning for placement, and creativity.
12. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.

